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Strategies for Enhancing the Quality and Effectiveness of Ideological and Political Education in Colleges and Universities under the Background of Chinese Modernization

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Abstract: Recent strategic frameworks have explicitly proposed advancing societal development through Chinese modernization, charting the course and defining the historical mission for moral and political education (MPE) in higher education institutions. As an essential component of the modern university system, MPE undertakes the fundamental task of cultivating virtue and nurturing talent, serving as the principal channel for consolidating guiding philosophical principles within the academic sphere. Currently, challenges persist in MPE regarding outdated content supply, monotonous teaching methodologies, insufficient collaborative mechanisms between specialized courses and MPE programs, and evaluation systems that over-emphasize memorization while neglecting value identification. These issues fail to fully align with the requirements of modernization for cultivating well-rounded individuals. Based on an in-depth analysis of the inherent compatibility between Chinese modernization and the improvement of MPE quality, this paper dissects existing dilemmas from a problem-oriented perspective. It proposes specific enhancement strategies across five interconnected dimensions: systematically optimizing educational content by integrating distinctive modernization features; innovating teaching models through case-based, inquiry-based, and digitally-blended courses; strengthening faculty development via collaborative lesson preparation and field research; improving collaborative education mechanisms to realize synergy across the broader curriculum; and refining a multi-dimensional evaluation system combining process and outcome assessments. Ultimately, only through systematic, whole-process transformation can universities effectively promote the high-quality development of MPE and cultivate high-caliber talents capable of contributing to the modernization drive and long-term societal advancement.

Keywords: chinese modernization; higher education; moral education; educational quality; teaching strategies

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1. Introduction

In contemporary academic discussions on national development, Chinese modernization is often presented as a distinctive modernization pathway shaped by the country's demographic scale, developmental conditions, and long-term social objectives. Compared with conventional modernization narratives centered primarily on industrial growth and capital accumulation, this framework places stronger emphasis on coordinated advancement across economic development, social well-being, cultural progress, and ecological sustainability. Its major characteristics are commonly summarized as modernization for a very large population, the pursuit of broadly shared development outcomes, the simultaneous promotion of material progress and cultural development, the maintenance of balance between human activity and the natural environment, and an orientation toward peaceful international engagement [1]. From an educational and philosophical perspective, the deeper significance of this modernization framework lies not merely in improvements in infrastructure, technology, or productivity,

but in the enhancement of human capacities, social participation, ethical awareness, and opportunities for comprehensive personal development within an organized social system.

Against this background, higher education institutions serve as important platforms for talent cultivation, value formation, and the transmission of socially recognized knowledge among young adults. As a result, universities are expected to translate the theoretical implications, normative orientations, and practical demands associated with Chinese modernization into the full process of institutional governance and curriculum design, especially in courses concerned with civic education, ethics, history, social theory, and contemporary national development. Relevant courses constitute a central curricular framework for fostering students' moral development, social responsibility, historical understanding, and public awareness [2, 3]. Systematically incorporating the discourse, representative cases, and developmental implications associated with Chinese modernization into teaching objectives, classroom instruction, assessment methods, and practical learning activities can improve the timeliness, relevance, and explanatory power of such courses. It can also help students connect abstract theoretical concepts with concrete developmental realities, thereby strengthening their analytical abilities, civic consciousness, and willingness to participate constructively in long-term social development. At the same time, current teaching practice in many colleges and universities still shows varying degrees of separation from newly emerging social realities, interdisciplinary research findings, and students' lived experiences. In some cases, course content remains overly abstract, examples are insufficiently updated, and pedagogical methods rely too heavily on one-way knowledge transmission rather than interactive inquiry. These limitations reduce the persuasive force and educational effectiveness of the curriculum. Therefore, deeper reflection and more targeted improvement are needed in areas such as content selection, teaching methodology, case development, evaluation design, and the integration of theory with practice, so that higher education can better respond to contemporary developmental needs and support students' comprehensive growth.

2. The Inherent Compatibility between Chinese Modernization and the Improvement of IPE Quality

Before delving into specific challenges and strategies, it is essential to establish the intrinsic relationship between Chinese modernization and the pursuit of high-quality development in ideological and political education (IPE) within colleges and universities. This relationship forms the logical foundation and justifies the integration of Chinese modernization principles into IPE [4]. By understanding this compatibility, educators can better align their efforts with broader developmental goals, ensuring that IPE serves as a meaningful contributor to societal progress.

(1) Alignment of Value Orientation. A core characteristic of Chinese modernization is its emphasis on "putting people first," which underscores that all development efforts are centered on benefiting individuals, driven by collective participation, and aimed at equitable sharing of outcomes [5]. Similarly, the ultimate goal of IPE extends beyond the dissemination of political knowledge to fostering students' holistic growth across moral, intellectual, physical, aesthetic, and practical dimensions. A student-centered approach necessitates that IPE addresses individual differences, responds to students' genuine concerns—such as career aspirations, mental well-being, and life planning—and guides them in harmonizing personal and societal values through meaningful contributions to their communities. Both frameworks share a humanistic ethos, prioritizing individuals as the starting point and ultimate focus of their respective endeavors.

(2) Alignment of Goal Orientation [6]. The process of Chinese modernization requires a robust cadre of individuals who are steadfast in their commitment to the principles of socialism with Chinese characteristics, possess advanced scientific and cultural literacy, and exhibit a strong sense of responsibility. This aligns seamlessly with the objectives of IPE, which aim to cultivate well-rounded individuals equipped to contribute to societal

advancement. By shaping students' political perspectives, value systems, and ethical character, IPE prepares them to meet the demands of modernization and actively participate in the nation's developmental trajectory.

(3) Alignment of Content Supply. The historical evolution of Chinese modernization, its theoretical frameworks, and its practical achievements—such as advancements in poverty alleviation, infrastructure development, technological innovation, and environmental sustainability—offer a rich repository of educational materials. These resources provide authentic and relatable content that can enhance the effectiveness of IPE by bridging the gap between theoretical concepts and real-world applications. By incorporating these elements, educators can move beyond rigid textbook narratives, making lessons more engaging and relevant to students' lived experiences [7].

(4) Alignment of Methodological Innovation. The rapid advancement of digital technologies, including big data, artificial intelligence, and virtual reality, has accompanied the process of Chinese modernization [2]. These tools present unprecedented opportunities for the digital transformation of IPE, enabling more interactive and immersive teaching methods. Additionally, the "Great Ideological and Political Education" framework, which integrates classroom instruction with practical social engagement, reflects the comprehensive and systematic approach inherent in modernization efforts. These technological and conceptual innovations provide a solid foundation for diversifying educational methodologies, fostering deeper student engagement, and enhancing the overall impact of IPE.

3. Major Challenges in the Current Quality and Effectiveness of IPE

Despite continuous policy promotion and institutional support in recent years, empirical observation and related studies reveal several prominent problems that hinder the effectiveness of current educational practices from fully meeting the standards set by Chinese modernization. These challenges highlight the need for a more integrated and practical approach to ensure alignment with broader developmental goals.

(1) Insufficient Timeliness and Depth of Content Supply. While textbooks have undergone revisions to include updated theoretical advancements, the actual delivery of these concepts in classroom settings often lacks depth and practical relevance. The interpretation of modernization theories frequently remains abstract or formulaic, failing to resonate with students' diverse academic backgrounds, such as engineering, medicine, or arts. Furthermore, instructors often overlook the importance of addressing real-life concerns that students face, such as disparities in development, generational differences, or the comparative advantages and disadvantages of various global modernization models. This disconnect results in students perceiving the content as overly theoretical and detached from their lived experiences, thereby reducing its impact and relevance.

(2) Singular and Unengaging Teaching Methods. Traditional teaching methods, characterized by a one-way transmission of knowledge where teachers lecture and students passively listen, continue to dominate many classrooms. Interactive teaching approaches, such as seminar discussions, role-play debates, and guided problem-solving activities, remain underutilized. Even when practical teaching sessions are organized, they often lack depth and meaningful engagement. For instance, visits to historical sites are frequently followed by templated assignments, with minimal emphasis on pre-activity preparation or post-activity reflection. This approach suppresses student engagement and critical thinking, limiting their ability to actively participate in the learning process and connect theoretical concepts to practical applications.

(3) Faculty Competence Needs Further Improvement [8, 9]. A significant number of educators, particularly younger faculty members, have yet to develop a comprehensive understanding of the theoretical framework underpinning modernization efforts. This often leads to a reliance on rote repetition of official documents rather than providing insightful academic analysis. Additionally, many instructors struggle to adapt complex theoretical concepts into accessible and engaging language suitable for undergraduate students who are accustomed to digital and interactive learning environments.

Opportunities for professional development, such as field investigations in enterprises, rural areas, or communities, remain insufficient in many institutions, further limiting the ability of educators to connect theoretical knowledge with practical realities.

(4) **Lack of Collaborative Synergy Among Stakeholders.** There is a noticeable lack of coordination between mandatory courses and specialized subjects that are intended to incorporate relevant educational elements. Specialized course instructors often view these topics as outside their scope, while educators responsible for broader courses rarely collaborate with other departments to create interdisciplinary themes. Additionally, the connection between schools, families, and societal resources remains weak [10]. Parents are seldom involved in educational activities, and external resources such as museums, memorial halls, and community service stations are not systematically integrated into the curriculum. This lack of collaboration undermines the potential for a holistic and cohesive educational experience.

(5) **Imperfect and One-Sided Evaluation System.** The evaluation of courses predominantly relies on final written examinations that emphasize memorization of definitions, dates, and theoretical formulations [11]. Indicators that assess process-oriented aspects, such as classroom participation, critical thinking in essays, voluntary public service, and observable changes in attitudes and behaviors, are either absent or carry minimal weight. On the faculty side, teaching quality is often assessed based on student satisfaction ratings or research output, which may not adequately incentivize innovative teaching methods or genuine concern for students' development. A more balanced and comprehensive evaluation system is needed to better reflect the multifaceted goals of education and encourage meaningful engagement from both students and educators.

4. Strategies for Enhancing the Quality and Effectiveness of IPE under the Background of Chinese Modernization

Addressing the above challenges requires a comprehensive and multifaceted approach that integrates theoretical frameworks, practical methodologies, and innovative strategies [3]. This approach should be problem-oriented, focusing on identifying and resolving specific issues within the context of interprofessional education (IPE). It must also be systematic, ensuring that all components of the strategy work cohesively to achieve desired outcomes. Furthermore, alignment with the principles of Chinese modernization is essential, emphasizing the importance of cultural relevance, adaptability, and forward-thinking perspectives. By adopting such a holistic strategy, institutions can enhance the quality and effectiveness of IPE, fostering collaboration and improving professional competencies across disciplines.

4.1. Optimizing Educational Content: Deep Integration of Chinese Modernization Theories and Cases

Content is the soul of ideological and political education (IPE). To ensure its relevance and effectiveness, the principles and practices of Chinese modernization must be deeply integrated into the curriculum. First, the five distinctive characteristics and nine essential requirements of Chinese modernization should be systematically incorporated into the thematic modules of core IPE courses. For instance, in the course on Basic Principles of Marxism, the dialectical relationship between productivity and relations of production can be explored through China's efforts to balance material progress with ecological sustainability, emphasizing harmony between humanity and nature. Similarly, in the Outline of Modern Chinese History, the historical journey of modernization in China can be analyzed to underscore the unique path of development that has emerged under the leadership of the Communist Party of China (CPC). Second, practical examples that reflect advancements in productive forces, such as innovations in chip design, the transition to green energy, and the role of the digital economy in rural revitalization, should be compiled into casebooks. These casebooks must be regularly updated to align with the latest national developments, ensuring that the content remains dynamic and

relevant. Third, differentiated content design is essential to cater to diverse academic backgrounds. For example, science and engineering students can be guided to examine how technological innovation contributes to people-centered modernization, while liberal arts students can focus on analyzing the narrative construction of Chinese modernization in global discourse. By adopting these strategies, the educational content becomes more timely, contextually rich, and intellectually engaging, avoiding any risk of becoming formulaic or overly generalized.

4.2. Innovating Teaching Models: From Monologue to Dialogue, from Classroom to Society

Teaching methodology must transition from traditional teacher-centered approaches to more dynamic, student-focused learning models that emphasize active participation and experiential engagement. Case-based teaching, for instance, enables students to analyze real-world dilemmas, such as balancing economic development with environmental sustainability, fostering critical thinking and collaborative problem-solving through group discussions. This approach encourages students to internalize values by reasoning through complex scenarios. Inquiry-based learning, structured around interconnected "problem chains," challenges students to delve deeper into topics by investigating, comparing, and synthesizing information, thereby cultivating analytical and reflective skills. "Walking IPE Lessons" (Zoujin Sizheng Ke) represent an innovative practice where students engage in field research at locations such as rural revitalization model villages, advanced manufacturing enterprises, or patriotic education bases. These activities are framed by preparatory briefings and concluded with reflective presentations, ensuring a comprehensive learning experience. Additionally, digital tools can significantly enhance educational outcomes. Universities can integrate Virtual Reality (VR) technology to create immersive learning environments, such as virtual tours of historically significant sites, which deepen students' understanding and emotional connection to the subject matter. The development of Massive Open Online Courses (MOOCs) with interactive components, such as quizzes, further supports blended learning models. These "Golden Courses" combine online self-study of foundational concepts with offline discussions, catering to diverse learning preferences and reinforcing both cognitive and emotional engagement. Such multimodal teaching designs are essential for fostering holistic educational development in contemporary academic settings.

4.3. Strengthening Faculty Development: Enhancing Theoretical Literacy and Practical Exposure

Teachers play a pivotal role in determining the quality of ideological and political education (IPE). To enhance their effectiveness, universities should implement structured lesson preparation sessions at the departmental level. These sessions allow faculty members to collaboratively analyze key concepts related to Chinese modernization, exchange effective teaching strategies, and synchronize their instructional pacing. Such initiatives foster a shared understanding and improve the overall coherence of the curriculum. Additionally, encouraging IPE educators to engage in scholarly research on topics such as comparative modernization models or the integration of Marxist principles into the Chinese context can significantly deepen their theoretical expertise. Practical exposure is equally essential; universities should organize field study opportunities for educators, such as short-term placements in grassroots organizations, government offices, or enterprises. These experiences enable teachers to gain firsthand insights, which they can incorporate into their teaching to make abstract concepts more relatable and tangible for students. Furthermore, inviting accomplished individuals—such as model workers, skilled craftsmen, exemplary grassroots officials, or returned volunteers—to serve as part-time instructors can enrich the learning experience. Their personal narratives provide students with concrete examples of modernization efforts, bridging the gap between theory and practice. To attract and retain high-quality faculty, institutions should establish robust selection, training, and incentive mechanisms, including financial allowances and recognition for teaching excellence. These measures collectively contribute to building a dynamic and well-equipped teaching workforce capable of delivering impactful education.

4.4. Building Synergistic Mechanisms: "Great IPE" through Curriculum Ideology and Multi-Party Collaboration

True interdisciplinary education extends beyond the confines of a traditional classroom setting. The initial step involves ensuring that all specialized courses contribute to a broader educational framework by embedding values and principles relevant to their respective disciplines. For instance, scientific disciplines can emphasize the pursuit of truth through rigorous experimentation, medical courses can highlight ethical responsibilities such as those reflected in professional oaths, and architectural studies can incorporate principles of sustainability and environmental stewardship. To achieve this, universities can provide comprehensive training for faculty members across all departments, enabling them to identify and integrate these elements into their teaching materials, such as syllabi, presentations, and assignments. Collaborative teaching-research offices can also be established to design thematic modules that connect core courses with broader educational objectives, such as exploring the relationship between scientific advancements and societal progress. Furthermore, fostering a "school-home-community" partnership is essential. Parents can be encouraged to engage in meaningful discussions with their children about current events and family traditions, thereby reinforcing the values taught in academic settings. Local governments, community organizations, and cultural institutions can also play a pivotal role by offering practical learning opportunities, hosting lecture series, and providing resources that complement academic instruction. Through clear coordination, resource sharing, and collective effort, a comprehensive and inclusive educational ecosystem can be cultivated, ensuring that learning is multidimensional and impactful.

4.5. Refining the Evaluation System: From Test Scores to Multi-Dimensional Value Assessment

Evaluation serves as a critical mechanism for shaping educational practices and outcomes. For students, a multi-faceted assessment framework should be implemented to ensure a holistic evaluation of their abilities and contributions. This framework could allocate 40% to 50% of the final grade to a comprehensive exam designed to assess conceptual understanding and analytical skills rather than rote memorization. Such exams might include short-answer questions that require critical thinking and problem-solving. Additionally, 30% of the assessment could be derived from process-oriented records, such as detailed reading notes, active participation in in-class debates, and collaborative group project reports. The remaining 20% to 30% could focus on documented reflections from social practice activities and peer-evaluated contributions to civic engagement, such as volunteering or leadership roles in clubs with a public-service focus. Transparent rubrics should be established and communicated to students in advance to ensure clarity and fairness in evaluation. For teachers, the evaluation of teaching quality should prioritize classroom observations conducted by peers and experts, as well as student feedback that emphasizes the teacher's ability to inspire and provide clear value guidance [5]. This approach should reduce over-reliance on publication quotas and instead reward efforts in content renewal and innovative teaching methods. Long-term tracking studies, such as alumni surveys or employer feedback, could also be utilized to assess the enduring impact of educational practices on graduates' professional ethics and social responsibility, thereby informing continuous curriculum improvement.

5. Conclusion

Improving the quality and effectiveness of value-oriented education in colleges and universities in the context of contemporary modernization is not merely a matter of adjusting classroom techniques or updating isolated teaching procedures. Rather, it should be understood as a comprehensive and systematic undertaking involving the educational philosophy, institutional design, pedagogical organization, and implementation mechanisms of higher education. A sustainable improvement path requires institutions to identify practical learning needs, refine the supply of educational content, and ensure that teaching materials are relevant, coherent, and closely connected

with students' academic development and real-life experience. At the same time, universities should actively explore teaching approaches suited to the digital era, including interactive learning environments, blended instruction, and data-informed feedback mechanisms, so as to enhance participation, comprehension, and long-term educational impact. Equal attention should be given to strengthening the professional competence, instructional literacy, and practical guidance capacity of the teaching staff. In addition, a collaborative educational framework across disciplines and administrative units can help form a more integrated and consistent learning environment. Finally, a diversified evaluation system should be established to assess not only students' understanding of course content but also their reflective ability, practical application, and overall developmental outcomes. Through these coordinated measures, higher education institutions can further improve educational relevance, instructional credibility, and formative effectiveness, thereby supporting the cultivation of graduates with solid professional competence, sound judgment, social responsibility, and the capacity to contribute constructively to long-term social and economic development.

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